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ABSTRACT

This teaching guide, written for elementary school teachers and librarians, combines drug education for fifth grade students with library skill development. Following a preface to the guide, the affective model upon which the program is based (development of positive self-image and self-concept, and communication and coping skills) is presented. The learning objectives of each category, library media skills and drug education, are listed. Definitions of terms (drug, drug abuse, and drug use) are given, as well as parent notification information. Student testing and program evaluation methods are discussed. Forms for student pre- and post-tests and student evaluation of library materials are included. Ten activities which correspond to five general learning concepts (i.e., identifying and classifying advertising techniques; advertising and buying habits; drug use in society; fables and tall tales; and communication through a multi-media presentation) are described. A professionally compiled bibliography emphasizing background readings, curriculum guides, and curriculum integration, and a student compiled bibliography emphasizing health knowledge, advertising, attitudes, problem solving, literature appreciation, and song lyrics are included. Two appendices, one dealing with analysis of advertisements and script writing, and the other with program planning for video productions conclude the document. (BL)

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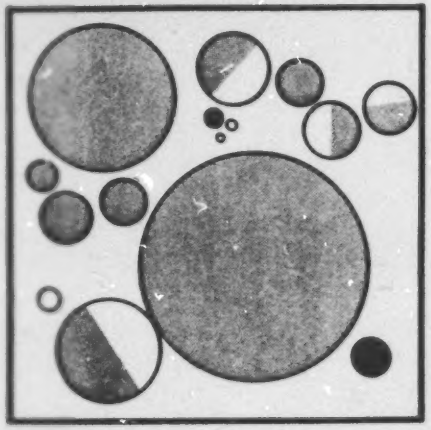
USING MEDIA RESOURCES TO EXPLORE DRUG USE IN SOCIETY



A Special Drug Education Lesson For 5th Grade Students That Makes Use Of Library Media Resources

George Morrison
Kenneth L. Packer
Barbara Ayers

The Center For Educational Services
And Research
Putnam/Northern Westchester
Board Of Cooperative Educational Services
Yorktown Heights, NY 10598
1984

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USING MEDIA RESOURCES TO EXPLORE DRUG USE IN SOCIETY

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That Makes Use Of Library Media Resources

The Center For Educational Services And Research
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Yorktown Heights, N.Y. 10598

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PREFACE:

This Library Media Skills Curriculum in Drug Education has been developed under a New York State ECIA Chapter II Grant, # 3-83 (File # 86-84-8054). It is designed to integrate the teaching of Drug Education on the 5th grade level (a required subject in New York State on the elementary school level) with the teaching of library media skills. The narrative, objectives, and activities selected for inclusion in this guide are modified from two New York State Education Department Curriculum Guides: 5th Grade Drug Education (1982) and The Elementary Library Media Skills Curriculum, Grades K-6 (1980). (See Bibliography for complete citation.) It should be noted that this expanded lesson is to be considered as only part of the Health and Drug Education program on the 5th grade level.

As part of the development of this curriculum lesson, participating districts agreed to the sharing of library media resources, and toward that end have developed a combined microfiche union catalogue of drug education materials. Part of the philosophy of this curriculum development project was to create a lesson that would be easily replicated by other districts and would not require a large number of expensive books and materials. During this project those materials that were not available in one school were borrowed from another participating district via interlibrary loan. The lesson can be easily replicated by others even without this unique feature of the pilot project.

Although video equipment is expensive, it is available in most districts today. Those districts that do not have their own equipment can borrow it from BOCES. The video production was selected as the focus of this lesson, not only because TV is a major form of entertainment and advertising seen by kids today, but because video is a powerful form of learning. Through video productions students learn many skills such as: prop production and lighting; mechanical skills; speaking and acting; listening, analyzing, and evaluating through replay and review; literature appreciation through use of stories, poems, and narrative; music appreciation; and appreciation of body language and expression. In districts, however, where this equipment is not available, the lesson can be successfully completed by alternate means.

The lesson and activities in this curriculum guide were field tested by the five participating school districts during the Spring of 1984.

It is hoped that this guide will provide a unique addition to your health and drug education program.

Kenneth L. Packer
Health Education Consultant

GRADE FIVE: USING MEDIA RESOURCES TO EXPLORE DRUG USE IN SOCIETY

SUBJECT EMPHASIS: LIBRARY MEDIA SKILLS
- Skills of Location and Use
- Skills of Inquiry and Investigation
- Literary Understanding and Appreciation

DRUG EDUCATION
- Drugs and Society

RATIONALE:

The New York State Education Department's 5th Grade Drug Education Curriculum emphasizes the integration of drug abuse prevention activities into other parts of the day's classroom activities such as art, writing, library research, oral expression, communication, and decision-making. For this reason, the Drug Curriculum provides an excellent opportunity for students to learn and use library media skills while exploring how drugs effect our society. The library media center offers opportunities for individual and small group instruction as well as print and non-print (i.e., record and video) resources to meet the varying learning preferences of students.

This unit should be considered as only one part of a total year's work in Health Education. It will afford students an opportunity to:

- increase the scope of library media skills and refine use of library resources.
- strengthen understanding of how and why drugs are a major force in society.
- explore how song lyrics and TV and magazine advertisements contain references to and influence drug usage.
- distinguish between fact and fiction in tall tales and fables, and draw parallels to advertising techniques related to drugs.
- participate in an oral or media presentation showing or explaining some of the influences of drugs on society.
- become involved in activities that contribute to their sense of self-worth.

APPROACH:

The State Drug Education Curriculum notes (Page xi) that the primary focus of Drug Education is the prevention of chemical misuse and abuse through combined cognitive and affective development. Research has shown that drug education programs which include objectives that enable students to:

- learn credible information;
- improve their self-concept (self-worth);
- communicate effectively with others; and
- solve problems and make informed, responsible decisions

result in significant reduction of:

- referrals for drug-related activities and absences;
- instances of disruptive behavior among students; and
- instances of school property damage.

Research has also shown that information is a factor which influences values, problem-solving, decision-making, and risk taking behavior. To influence behavior positively, however, information must be contained within the broader context of affective skill development.

The affective model upon which this lesson is based has three components: The development of self-image and positive self-concept, the development of communication skills, and the development of coping skills.

The Development of Self-Image and Positive Self-Concepts: Research demonstrates that young children significantly improve their self-concepts when exposed to affective educational activities and materials that are designed to improve self-concept and acceptance of others. Individuals with poor self-concepts are more likely to misuse and abuse drugs than individuals with positive self-concepts. Significant reduction of drug use was also found among students exposed to humanistic education, which includes values clarification and value sharing programs. Current data suggest that values clarification and values sharing experiences have positive outcomes for drug abuse prevention.

This drug education lesson addresses this particular component through sharing of values, experiences, and feelings, as well as active participation in a media production experience. Students will have a chance to learn how substance use and abuse is effecting their lives.

The Development of Communication Skills: Skills in effective interpersonal communication enable students to experience a measure of control over their lives and environment. Development of these skills helps them to express themselves clearly in a positive and acceptable way, listen actively to others, and share and accept thoughts and feelings as a part of meeting their own needs and those of others. Such a

process helps students bridge communication gaps with parents and other authority figures.

This drug education lesson addresses this particular component as well as the expression of ideas and feelings about drugs as part of the development of the media presentation. Students learn to transmit information through the use of graphs and charts. They will use music to express moods and ideas.

The practice of non-judgmental interaction and sharing has been found to reduce drug use. Sharing thoughts and feelings in a supportive atmosphere enables students to broaden their awareness of alternatives to using drugs to change feelings and meet needs. Assertiveness skills help students resist the pressure of peers to behave in ways that are against their own better judgment. Skills in dealing with stress and pressure can prevent some students from turning to drugs for this purpose.

This drug education lesson addresses this particular component through the atmosphere the teacher and the library media specialist create in accepting student ideas in the classroom and the media center.

The Development of Coping Skills - Problem-Solving/Decision-Making: Research has indicated that the problem-solving/decision-making processes can be taught effectively to fifth graders. As a result of this process students develop healthy attitudes regarding drug use.

This drug education lesson addresses this particular component through the decision-making discussions of what is to go into the media presentation and how students can get their ideas across in the most effective manner. It also teaches students how to cope with the advertisements which bombard them every day.

The activities in this unit collectively work towards these educational goals and are carried out in the library/media center and in the classroom. Roles for the teacher and the library media specialist should be agreed upon prior to initiating the unit. These cooperative and supportive efforts enrich the drug education program and involve the media specialist in a school wide effort of humanistic drug education.

Students will be involved in locating, using, and returning appropriate materials. The librarian may still provide some materials as a special resource collection.

The core of the lesson is the development of a multi-media presentation which involves students in planning and decision-making. Understandings gained from the study of tall tales, fables, music lyrics, and advertising techniques become the basis of their production planning.

For each objective there are various activities listed. Each student is not expected to do every activity. The teachers and librarians will determine the sequencing of activities, whether students will

do them individually or in groups, the amount of time devoted to the activities, and the total time spent on the lesson.

The finished productions or oral reports may be used in various ways. They may be presented to the rest of the class. They may be presented to other classes. They may be presented at an assembly to the rest of the school, or they may be presented to parents in an evening or after school performance. These presentations may be accompanied by discussions with the class members and the audience attending. Students should be involved in the final decision of whether they want to share what they did and learned and the type of performance to be presented.

OBJECTIVES[1]:

I. LIBRARY MEDIA SKILLS
   - A. Relative to skills of location and use, a student shall:
     1. Locate any item in the library.
     2. Design and make props for video productions.
     3. Learn how video equipment operates.
   - B. Relative to skills of inquiry and investigation, a student shall:
     1. Take notes while continuing to listen and observe.
     2. Construct graphs and charts to express quantitative ideas and comparisons.
     3. Generalize from data, applying previously learned concepts and generalizations to the data or situation.
     4. Speak in an effective way through planning and preparing.
   - C. Relative to skills of literary understanding and appreciation, a student shall:
     1. Distinguish between fact and fiction by identifying elements in tall tales that have factual content.
     2. Write or tape a collaborative or individual tall tale.
     3. Recognize the characteristics of a fable.

II. DRUG EDUCATION
   - Relative to drugs and society, a student shall:
     1. Explain general advertising techniques.
     2. Describe how advertising influences drug-buying and/or drug use.
     3. Demonstrate techniques used to sell drug products.
     4. Recognize the prevalence of drug use in society.

1. Objectives have been modified from the N.Y. State 5th grade Library Media Skills Competencies and 5th grade Drug Education Objectives from each of the respective State guides. (See Bibliography for citation of these guides.)

DEFINITIONS:

DRUG - Any substance which, when taken into the body, alters functioning of the body or mind.

DRUG ABUSE - To take a drug for other than a medical purpose, in the proper amount. MISUSE, which is a part of abuse, refers to self medication - using the wrong drug or amount.

DRUG USE - The use of a drug for its intended medical purpose, as directed by a doctor or on a product label. The user buys the drug legally and uses it only for its intended purpose.

PARENT NOTIFICATION AND INVOLVEMENT:

Teachers may find it useful to notify parents before starting this lesson on drug education. Parents should understand why students are watching "extra" TV as an assignment to view and log advertisements. In addition parents may want to be involved in discussing at home the topic of drug use and abuse to reinforce the learning that takes place in the classroom.

STUDENT TESTING AND PROGRAM EVALUATION:

With any program it is important to assess student progress. A student pretest and posttest has been developed for your use. These tools will help you accomplish this task in an easy manner. They are printed separately on the following pages for ease in duplication. The pretest will help you briefly assess what students know about the topics to be covered and what students would like to learn about in this drug education lesson. It should be emphasized to the students that the pretest is not meant for a grade, but rather, it is meant to give the class a starting point for learning about drug abuse prevention.

The posttest will help you quickly determine if students learned some of the important points of the lesson and will give you some idea of their opinion about what they did in class. This should be helpful in planning for the next time you teach this lesson.

In addition, you will find a form that students can use to evaluate the library materials they used in this project. It will help you evaluate the strength and usefulness of the library collection, and determine what other materials are needed in the future. The classroom teacher and the librarian should determine the best way to distribute and use these materials evaluation forms.

Name _____ Date _____ Teacher _____

Student Pretest

What is your definition of the word "drugs."

1. _____

Fill in the advertising technique used in each of the following:

2. "I'm a Pepper, you're a Pepper, he's a Pepper, she's a Pepper, would you like to be a Pepper too!" _____

3. Kent has 0.9 mg. nicotine... Winston has 1.1 mg. nicotine... Carlton is lowest with .002 mg. nicotine. _____

True or False:

4. Everyone I know uses drugs. _____

5. Drugs are not advertised on children's TV shows. _____

Name two popular songs that talk about drugs. Tell the drug referred to in each song:

6. Song _____ Drug _____

7. Song _____ Drug _____

What would you like to learn about in this drug education unit?

8. _____

Name two special things about a Tall Tale:

9. _____

10. _____

Name two special things about a Fable:

11. _____

12. _____

Name _____ Date _____ Teacher _____

Student Posttest

What is the definition of the word "drugs."

1. _____

Fill in the advertising technique used in each of the following:

2. "I'm a Pepper, you're a Pepper, he's a Pepper, she's a Pepper, would you like to be a Pepper too!" _____

3. Kent has 0.9 mg. nicotine... Winston has 1.1 mg. nicotine... Carlton is lowest with .002 mg. nicotine. _____

True or False:

4. Everyone I know uses drugs. _____

5. Drugs are not advertised on children's TV shows. _____

Name two popular songs that talk about drugs. Tell the drug referred to in each song:

6. Song _____ Drug _____

7. Song _____ Drug _____

Name two elements of a Tall Tale:

8. _____

9. _____

Name two elements of a Fable:

10. _____

11. _____

Student Posttest - Page 2

Your opinion - We are interested in what you think.:

12. The activity I enjoyed the most in the drug education unit was _____

13. An activity that I did not like was _____

    Because _____

    _____

14. I think the _____ activity was _____

    _____

15. Some things I learned that I didn't know before are: _____

    _____

    _____

16. The most important thing I learned is: _____

    _____

17. The next time this unit is taught to 5th graders, what should be done differently?

    _____

    _____

Name _____ Date _____ Teacher _____

Student Evaluation of Library Materials

Title of Material: _____

Directions: Check the best answer in each question below.

The material is a:

___ Book
___ Magazine
___ Filmstrip
___ Cassette
___ Film
___ Video Tape
___ Kit
___ Computer Software

1. I borrowed this because:

___ a. It looked nice.
___ b. It looked interesting.
___ c. A friend told me it was good.
___ d. My teacher told me it was good.
___ e. The librarian told me it was good.
___ f. My teacher asked me to borrow it.
___ g. I don't remember why I borrowed it.
___ h. My parent asked me to read it.

2. It was:

___ a. Boring.
___ b. O.K.
___ c. Interesting.
___ d. Very interesting.

3. It was:

___ a. Too difficult.
___ b. Difficult but worthwhile.
___ c. Easy.
___ d. Too easy.

4. I used:

___ a. All of it.
___ b. A large part it.
___ c. Just a few pages.
___ d. None of it.

5. The material had:

___ a. Many facts.
___ b. Some facts.
___ c. Not enough facts.

ACTIVITIES:

General Learning Concept 1 - Identifying and Classifying Advertising Techniques:

Background Information: Students should identify the various techniques used in advertising. These techniques include:

- Nicknaming: A catchy or suggestive name used for a product.
- Songs and Slogans: A jingle or slogan invented so people will identify with a product and remember it.
- Bandwagoning: A feeling that you should use a product because everyone else does.
- Testimonials: Famous people, authority figures, or ordinary people used to endorse a product.
- Transfer: People you may wish to be like, or identify with, who are shown using a product.
- Card-Stacking: Statistics interpreted and used in a way that favors use of a product.

Activity 1 - Print Media Advertising Techniques: Have students identify each of the various techniques used in advertising. Choose a magazine or newspaper brought in from home. Cut out the title page of the magazine and paste it on the top of a piece of construction paper. Cut out the drug ads from the magazine and paste the ads on the paper. Label each ad showing one or more techniques used. Hang the ad collections on a bulletin board in the media center or in the classroom. Make a graph (Library Objective B2) showing the number of ads in each magazine used for this project. Which magazines have the most drug advertisements? Are they in the same type of magazine e.g., family, news, fashion, glamour, hobby, or sport. To whom is the appeal directed? Discuss this with the class. Make bar graphs (Library Objective B2) that show the frequency of each advertising technique. (Also see Appendix A.)

Activity 2 - Test Marketing: Have students choose a product, and test it to compare it with the way it is advertised. Ask students to report on whether the product does what the advertisement claims and whether the advertisement is accurate, inaccurate or misleading (Library Objective B4). Students might want to write letters to manufacturers, newspapers, government agencies, or Consumers Union, reporting their findings. Local scientists and experts might be invited into the class to talk on this topic. Examples of products that can be tested include: toys, cleansers, energy saving devices, deodorants, paper towels, cereals, shampoos, etc. [The Science Teacher might want to be involved in setting up these testing experiments.] Were the drug advertising techniques that the students learned about different from the advertising techniques used for other types of products?

General Learning Concept 2 - Advertising and Buying Habits:

Activity 3 - Brainstorm and Discussion: Have students brainstorm a list of reasons why people buy over-the-counter (OTC) drugs. Discuss how each of these reasons can be used to design an advertisement to sell a drug. [Save this list for future decision-making discussions on the type of media production the students might want to create.]

Activity 4 - TV Ad Survey: Have students keep a log of drug advertisements they see on TV over the next week. Every time they see a drug advertisement, it should be entered into their log (Library Objective B1). (Also see Appendix A.) Here is an example of how the log might look:

Day	Date	Time	Advertisement	What kind of technique is used?

When the logs are finished have students answer the following questions (Library Objective B3):

1. At what times did you see the most drug ads? Why do you think drugs were advertised at this time?
2. What kinds of TV shows contain the most ads for drug products?
3. To what audience did the advertisements appeal? Why do you think they were written that way?
4. How do you think TV drug ads influence the people who buy drugs?
5. Have you or members of your family ever purchased a drug product after seeing it advertised on TV? What was it about the advertisement that influenced you or others to buy it? Ask them and find out.
6. Which techniques were used most often?

Activity 5 - Survey of Family and Friends: Survey your family and friends. Ask five people to tell you the first thing that comes into their minds when you ask them the following questions:

1. When I say drug advertisement, what is the first advertisement that comes into your mind?
2. What is it about this advertisement that helps you to remember it?
3. Would you buy this brand? Why or why not?
4. Would the advertisement influence you to buy this product? Why or why not?

Keep a record of your survey in the following way:

Person asked about drug ad	Drug ad that is recalled	Would person buy drug? Why/Why not?	Does ad influence person to buy? Why/ Why not?

Have students compare results with each other (Library Objective B3). Do you notice any patterns? What are they?

General Learning Concept 3 - Almost Everyone In Our Society Uses Drugs:

Background Information: It is important for students to develop an awareness of the wide range of drug substances people use in everyday life for various reasons. Don't forget that things such as caffeine (coffee), nicotine (tobacco), alcohol, aspirin, vitamins, and other commonly used products are drugs. Students who feel that not everyone uses drugs may know people who belong to a religion which generally prohibits drug use, may be thinking of people with drug allergies they do not realize are specific, or may not realize a substance being used is a drug. As part of this discussion, you might want to review the difference between use and abuse.

Activity 6 - Does Everyone Use Drugs?: Discuss the question: Does everyone use drugs? Call upon students who say "yes" as well as those who say "no" to provide reasons. Discuss any disagreements.

Activity 7 - Music About Drug Use: Have students volunteer to bring in records of songs which discuss drug use. Have the students listen to the records and describe how certain lyrics portray the use of drugs in contemporary society. (A list of some songs appears in the Bibliography.) Lead a discussion around the following questions:

1) How do the song lyrics portray the use of drugs in our society?

2) Does the music create a mood associated with drugs?

3) How does this portrayal compare with what we have learned about drugs?

4) Why do you think the musicians portray drugs the way they do?

5) How do you think the music influences people and their attitudes about drugs?

6) Does music reflect the "times" or influence the future?

Activity 8 - Where Do We See Drug Use And Abuse?: We have now talked about drugs in music and drugs in advertising. Have students think about other places they are exposed to drug use and abuse. Some might include books, magazines, TV shows, movies, at home, on the street, on the school bus, etc. Let students brainstorm a list and them discuss it. Discuss the question: Why is drug use and abuse so prevalent? Find evidence in newspapers or magazines of drug use in society.

General Learning Concept 4 - Fables and Tall Tales:

Background Information: A fable is a special kind of story. It is a short tale about objects or animals that have human powers and faults. The animals and objects usually have the power to talk. These characters teach a lesson which can be used in one's everyday life. The lesson of the fable is always obvious. It is given at the end of the fable under the title of a Moral. The best known fables are those of Aesop (see bibliography).

The tall tale is a native American literary form, usually humorous in intent and characterized by extreme overstatement and understatement. The authors use wild metaphors. Tall tales range in topic from yarns of superhuman accomplishments to tales of exaggerated exploits of hunters, fishermen, and strong men. The form has its roots in frontier storytelling and frequently was about such folk heroes as Paul Bunyan, Mike Fink, Pecos Bill, Stormalong, John Henry, and Big Foot Wallace.

Activity 9 - Exploring Tall Tales and Fables: Discuss with students the characteristics of tall tales and fables. Have students give examples of the characteristics of fables and tall tales from the stories they remember.

Then read aloud one or two tall tales and fables and have students once again point out the characteristics as the reading progresses. After reading the stories, have students answer the following questions:

1) Who is the most important character in the story? Is this character a person? Is it real?

2) What elements of the tall tale are fact and what elements are fiction?

3) What things in the story were exaggerated? Were any of these exaggerations similar to exaggerations you observed in advertising?

4) Are there any references to substance abuse in the story?

5) List any feelings or emotions that characters showed in the story. How could you tell they felt that way?

6) Create an illustration that shows some part of the story.

Divide the class into groups: tall tales and fables. Have each group create a tall tale or fable. Have them consider incorporating something they have learned about drug use and/or abuse into the story they are creating. After they have created their story they should tell it to the rest of the class. Discuss whether the groups incorporated the characteristics of a fable or a tall tale into their story. For two examples of how drugs are incorporated into stories, see: NO, NO PINOCCHIO (filmstrip) and THE HUFFLESS PUFFLESS DRAGON (movie). (Citations listed in Bibliography.)

General Learning Concept 5 - Communication Through A Multi-Media Presentation:

Activity 10 - Creating A Multi-Media Presentation: Keeping in mind what students have learned about drugs in society, i.e., advertisements and music, and about the characteristics of fables and tall tales, students should create a multi media presentation. The presentation can take the form of a play, an oral report, a video tape, or other creative experience. Possible ideas for the presentation could be, but should not be limited to:

- A fable or tall tale showing drugs in society.

- An ad for some imaginary drug product.

- A news broadcast depicting drug use in their school.

Students should take their time and carefully plan the presentation. Costumes and props (Library Objective A2) should be developed for the presentation. The library media specialist should take time to instruct students in the proper use of a video camera, including proper lighting (Library Objective A3). At some point in the presentation, students should use graphs and charts (Library Objective B2) to show some fact or make some point about drug abuse to the audience. (For suggestions on how to write a script and plan for video productions, see Appendix B.)

Students should also discuss the time and place of their presentation, and who should be in the audience.

PROFESSIONAL COLLECTION

Background Reading - Substance Abuse

Call Number	Author	Title
Periodical	Atkin, Charles K.	"Effects of Drug Commercials On Young Viewers," JOURNAL OF COMMUNICATION, Vol. 28, No. 4, P. 71-79, Fall 1978. (EJ204406).
615.7/B	Benowicz, Robert J.	NON-PRESCRIPTION DRUGS AND THEIR SIDE EFFECTS, N.Y.: Grosset and Dunlop, 1977.
362.2/B	Brecher, Edward M.	LICIT AND ILLICIT DRUGS, Orangeburg, N.Y.: Consumers Union, 1972.
016.6138/C	Charles, Sharon A.	DRUGS, A MULTIMEDIA SOURCEBOOK FOR YOUNG ADULTS, N.Y.: Neal Schumann, 1980.
610/C	Consumers Union	THE MEDICINE SHOW, Orangeburg, N.Y.: Consumers Union, 1976.
428.6/D	Durr, William K., et al.	"Recognizing Propaganda Techniques," GALAXIES, Boston: Houghton Mifflin, p. 460-466, 1973. (Also see Workbook, p.102-103.)
615.7/E	Evans, Wayne O., & Cole, Jonathan O.	YOUR MEDICINE CHEST, A CONSUMER'S GUIDE TO PRESCRIPTION AND NON-PRESCRIPTION DRUGS, Boston: Little, Brown & Co., 1978.
Periodical	Fine, Gary Alan	"The Psychology of Cigarette Advertising: Professional Puffery," JOURNAL OF POPULAR CULTURE, Vol. 8, No. 3, P. 513-22, Winter 74. (EJ123951).
616.86/F	Fornaciari, Suzanne	HOW TO TALK TO KIDS ABOUT DRUGS, San Francisco: Potomac Press, 1980.
158.1/G	Glasser, William	POSITIVE ADDICTION, N.Y.: Harper & Row, 1976.
613.8/J	Jaffe, Jerome, Petersen, R., & Hodgson, R.	ADDICTIONS, ISSUES, AND ANSWERS, N.Y.: Harper and Row, 1980.
362.2/J	Jackson, Michael, & Jackson, Bruce	DOING DRUGS, St. Martin's: Marek Publishing, 1983.

Call Number	Author	Title
ERIC	Jarvis, Dennis J.,	A REFORMULATION OF THE ISSUE OF OVER-THE-COUNTER TELEVISION DRUG ADVERTISING USING A HEALTH-RELATED LOCUS OF CONTROL SCALE, A paper presented at the Annual Meeting of the International Communication Association, Berlin, West Germany, May 29-June 4, 1977. (ED137892).
613.8/L	Lieberman, Mark	THE DOPE BOOK: ALL ABOUT DRUGS, Evanston, Ill., Praeger 1971.
Periodical	Milavsky, J. Ronald, et al.	"TV Drug Advertising and Proprietary And Illicit Drug Use Among Teenage Boys," JOURNAL OF POPULAR CULTURE, Vol. 39, No. 4, P.457-81, Winter 74. (EJ123951).
613.8/M	Miles, Samuel A.	LEARNING ABOUT ALCOHOL, Washington, D.C.: American Alliance for Health, Physical Education, Recreation, and Dance, 1974.
345/N	National Institute of Drug Abuse	MARIJUANA AND HEALTH, NINTH REPORT TO THE U.S. CONGRESS FROM SECRETARY OF HEALTH AND HUMAN SERVICES, Washington, D.C.: Superintendent of Documents, 1982.
ERIC	Newman, Ian M., et al.	CIGARETTE WARNING LABELS AS EDUCATIONAL DEVICES, Paper presented at the Annual Meeting of the American School Health Association, Dearborn, MI, October 12, 1978. (ED166131).
613.8/R	Ray, Oakley	DRUGS, SOCIETY, AND HUMAN BEHAVIOR, (Second Edition), St. Louis, MO: C.V. Mosby, 1978. (Chapter 3, On Advertising).
613.8/S	Summers, Marcia	OUR CHEMICAL CULTURE: DRUG USE AND MISUSE, Cambridge, MA: Schenkman Publishing Co., 1982.
ERIC	Tsien, Ay-Ling, & Ostman, Ronald E.	THE SMOKING HABITS OF THREE U.S. NEWS MAGAZINES: SURGEON GENERAL BE DAMNED, Paper presented at the 30th Annual Meeting of the International Communication Association, Acapulco, Mexico, May 18-23, 1980. (ED189649).
613.8/W	Weil, Andrew	CHOCOLATE TO MORPHINE: UNDERSTANDING MIND-ACTIVE DRUGS, Boston: Houghton Mifflin, 1983.
615.7/W	Wigder, H. Niel	WIGDER'S GUIDE TO OVER-THE-COUNTER DRUGS, Los Angeles: J. P. Tarcher, Inc., 1979.

PROFESSIONAL COLLECTION

Curriculum Guides And Methodology/Health - Substance Abuse

Call Number	Author	Title
613.8/B	BOCES, Nassau	DRUG EDUCATION THROUGH MENTAL HEALTH, Westbury, N.Y.: Nassau BOCES, 1974.
155.2/B	Botvin, Gilbert J., & Eng, Anna	LIFE TRAINING SKILLS, N.Y.: Smithfield Press, 1979.
613.8/N	Bureau of Drug Education	ALCOHOL EDUCATION, CURRICULUM GUIDE AND TEACHER'S MANUAL, Grades K-6 Albany, N.Y.: New York State Education Department, 1976.
613.8/N	Bureau of Drug Education	DRUG EDUCATION CURRICULUM, Grade 5, Albany, N.Y.: New York State Education Department, 1982.
613.8/N	Bureau of Drug Education	TOBACCO EDUCATION CURRICULUM, Grade 5, Albany, N.Y.: New York State Education Department, 1979. (ED180984).
370.15/C	Canfield, Jack	100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM, A HANDBOOK FOR TEACHERS AND PARENTS, Englewood Cliffs, N.J.: Prentice Hall, 1976.
ERIC	Dept. of Defense Dependent Schools	HEALTH EDUCATION CURRICULUM GUIDE, GRADE 5 THROUGH GRADE 8, Washington, D.C.: U.S. Government, 1980. (ED19058).
613.8/F	Finn, Peter, & O'Gorman, Patricia A.	TEACHING ABOUT ALCOHOL, Boston: Allyn and Bacon, 1981.
372.1/F	Furness, Pauline	ROLE PLAYING IN THE ELEMENTARY SCHOOL, A HANDBOOK FOR TEACHERS, N.Y.: A & W Publishers, 1976.
362.2/G	Girdano, Daniel A., & Dusek, Dorothy	DRUG EDUCATION: CONTENT AND METHODS, Reading, MA: Addison Wesley, 1980.
613.8/SIR	Goldstein, Eleanor, et. al.	SIRS DIGEST - ALCOHOL, A Notebook of Student Materials, Boca Raton, FL: SIRS, Inc., 1980.
613.8/SIR	Goldstein, Eleanor, et. al.	SIRS DIGEST - DRUGS, A Notebook of Student Materials, Boca Raton, FL: SIRS, Inc., 1980.

Call Number	Author	Title
613.8/K	Kearney, Artie	ME-ME DRUG EDUCATION PROGRAM (Several Volumes), Appleton, WI: ME-ME, Inc., 1981.
613.8/L	Lento, Anthony	TEACHING ABOUT THE NATURE AND ABUSE OF ALCOHOL, DRUGS, AND TOBACCO, Second Edition, Albany, N.Y.: New York State Education Department, 1978.
613.8/M	Mills, D., et al.	CASPAR - DECISIONS ABOUT DRINKING, AN ALCOHOL EDUCATION CURRICULUM, Somerville, MA: n.p., 1979.
613.07/R	Read, Donald A., et al.	HEALTH EDUCATION: THE SEARCH FOR VALUES, Englewood Cliffs, N.J.: Prentice Hall, 1977.
372.17/R	Rhodes, Ronald, et al.	ELEMENTARY SCHOOL HEALTH-EDUCATION AND SERVICES, Newton, MA, Allyn &, Bacon, 1981.
370.11/S	Scharf, Peter, McCoy, William, & Rose, Diane	GROWING UP MORAL: DILEMMAS FOR THE INTERMEDIATE GRADES, Minneapolis, MN: Winston Press, 1979.
370.11/S	Simon, Sidney B., Howe, Leland W., & Kirschenbaum, Howard	VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS, (New Revised Edition), Reading, MA: Addison & Wesley, 1978.
370.11/S	Simpson, Bert K.	BECOMING AWARE OF VALUES, A GUIDEBOOK FOR TEACHERS ON UNDERSTANDING AND USING VALUES EDUCATION, La Mesa, CA: Pennant Press, 1973.
371.3/S	Stanford, Gene	DEVELOPING EFFECTIVE CLASSROOM GROUPS, A PRACTICAL GUIDE FOR TEACHERS, Reading, MA: Addison & Wesley, 1977.

PROFESSIONAL COLLECTION

Background Reading, Curriculum Guides, And Methodology/Library - Media

Call Number	Author	Title
Periodical	------	"Cigarette Advertising," CONGRESS AND THE NATION, VOL. III, 1969-1972, Washington, D.C.: Congressional Quarterly, 1973.
791.45/A	ACT	ACTION FOR CHILDREN'S TELEVISION: THE FIRST NATIONAL SYMPOSIUM ON THE EFFECT ON CHILDREN OF TELEVISION PROGRAMMING AND ADVERTISING, N.Y.: Avon Books, 1971.
016.79145/A	Atkin, Charles K., et. al.	TELEVISION AND SOCIAL BEHAVIOR: AN ANNOTATED BIBLIOGRAPHY OF RESEARCH ON TELEVISION'S IMPACT ON CHILDREN, 150 pp. paper # 2099, Bethesda, MD,: National Institute of Mental Health, 1971.
Periodical	Barcus, F. Earl, & Jankowski, Susan M.	"Drugs and the Mass Media," ANNALS, AAPSS, January 1975.
813.03/B	Benedict, Stewart H.	A TEACHER'S GUIDE TO CONTEMPORARY TEENAGE FICTION, N.Y.: Dell Publishing, 1973.
398.45/B	Bettelheim, Bruno	THE USES OF ENCHANTMENT: THE MEANING AND IMPORTANCE OF FAIRY TALES, N.Y.: Random House (Vintage Books), 1977.
372.5/B	Blake, Jim & Ernest, Barbara	THE GREAT PERPETUAL LEARNING MACHINE: BEING A STUPENDOUS COLLECTION OF IDEAS, GAMES, EXPERIMENTS, ACTIVITIES AND RECOMMENDATIONS FOR FURTHER EXPLORATION, Boston: Little, Brown, & Co., 1976.
027.6/N	Bureau of School Libraries	THE ELEMENTARY LIBRARY MEDIA SKILLS CURRICULUM, Albany, N.Y.: The State Education Department, 1980.
809.935/C	Carr, Jo	BEYOND FACT, NONFICTION FOR CHILDREN AND YOUNG PEOPLE, Chicago: American Library Association, 1982.
812/C	Carlson, Bernice W.	FUNNY-BONE DRAMATICS, Nashville: Abingdon, 1974.
Periodical	Cassidy, Jack	"Inquiry Reading for the Gifted," READING TEACHER, Vol. 35, #1, pp. 17-21, Oct. 1981.

Call Number	Author	Title
028/C	The Council on International Books For Children	HUMAN VALUES IN CHILDREN'S BOOKS, N.Y. The Council, 1971.
372.1/C	Cullum, Albert	PUSH BACK THE DESKS, N.Y.: Scholastic Book Service, 1967.
Periodical	Detz, Joan Marie	"Hucksterism: Learning By Doing," LEARNING, Vol. 10, #2, p.114-15, Oct. 1981.
823.009/D	Donelson, Kenneth & Nilsen, Alleen	LITERATURE FOR TODAY'S YOUNG ADULTS, Glenville, IL: Scott Foresman, 1980.
Periodical	Frideress, James S.	"Advertising, Buying Patterns, and Children," JOURNAL OF ADVERTISING RESEARCH, Vol. 13, #1, pp. 34-36, Feb. 1973.
317.39/D	Dunn, Kenneth, & Dunn, Rita	PRACTICAL APPROACHES TO INDIVIDUALIZED INSTRUCTION CONTRACTS AND OTHER EFFECTIVE TEACHING TECHNIQUES, West Nyack, N.Y.: Parker Publishing Co., 1972.
372.6/L	Huck, Charlotte	CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL, 3rd Edition, N.Y.: Holt, Rinehart, and Winston, 1976.
811.5/K	Koch, Kenneth	WISHES, LIES, AND DREAMS, TEACHING CHILDREN TO WRITE POETRY, N.Y.: Chelsea House Publishers, 1970.
371.33/L	Le Baron, John	MAKING TELEVISION: A VIDEO PRODUCTION GUIDE FOR TEACHERS, N.Y.: Columbia University Press, 1981
016.80883/L	Lynn, Ruth	FANTASY FOR CHILDREN, AN ANNOTATED CHECK LIST AND REFERENCE GUIDE, N.Y.: Broker, 1983.
027.8/P	Polette, Nancy	DEVELOPING METHODS OF INQUIRY; A SOURCE BOOK FOR ELEMENTARY MEDIA PERSONNEL, Metuchen, N.J.: Scarecrow, 1973.
016.011/S	Simmons, Beatrice, & Carter, Yvonne B.	AIDS TO MEDIA SELECTION FOR STUDENTS AND TEACHERS, Indianola, Iowa: National Association of State Educational Media Professionals, 1982.
659.14/T	Terrell, Neil	THE POWER TECHNIQUE OF RADIO - TV COPYRIGHTING, Blue Ridge Summit, PA: G/L Tab Books, 1971.
Periodical	Tutolo, Daniel	"Critical Listening/Reading of Advertisements," LANGUAGE ARTS, Vol. 58, #1, pp. 679-683, Sept. 1981.

Call Number	Author	Title
301.16/V	Valdes, Joan, & Crow, Jeanne	THE MEDIA WORKS, Dayton, Ohio: Pflaum (Standard), 1973.
027.62/W	Walker, Thomas, & Montgomery, Paula	TEACHING MEDIA SKILLS: AN INSTRUCTIONAL PROGRAM FOR ELEMENTARY AND MIDDLE SCHOOL STUDENTS, Littleton, Colorado: Libraries Unlimited, 1977.
792.9/W	Walker, Pamela Prince	SEVEN STEPS TO CREATIVE CHILDREN'S DRAMATICS, N.Y.: Hill & Wang, 1957.
028.7/W	Whitney, David C.	FIRST BOOK OF FACTS AND HOW TO FIND THEM, N.Y.: Watts, 1966.
Filmstrip	Xerox	ADVERTISING: THE IMAGE MAKERS, A Multi-media Kit containing filmstrip, cassette, student workbook, teacher's guide, and posters, Columbus, Ohio: Xerox Education Publications, 1974.
372.6/Z	Ziskind, Sylvia	TELLING STORIES TO CHILDREN, N.Y.: H. W. Wilson, 1976.

PROFESSIONAL COLLECTION

Curriculum Integration

Call Number	Author	Title
011/D	Dreyer, Sharon S.	THE BOOKFINDER; A GUIDE TO CHILDREN'S LITERATURE ABOUT THE NEEDS AND PROBLEMS OF YOUTH AGED 2-15, Circle Pines, MN: American Guidance Service, 1977.
ERIC	Drug Education Unit	DEVELOPING ELEMENTARY CURRICULUM FOR INTERDISCIPLINARY DRUG EDUCATION, A RESOURCE GUIDE FOR TEACHERS, Montgomery, AL: Alabama State Department of Education, 1978. (ED192186).
370.11/G	Galbraith, Ronald E. & Jones, Thomas M.	MORAL REASONING: A TEACHING HANDBOOK FOR ADAPTING KOHLBERG TO THE CLASSROOM, Anoka, MN: Greenhaven Press, 1976.
028.5/G	Glazer, Joan I.	INTRODUCTION TO CHILDREN'S LITERATURE, N.Y.: McGraw-Hill, 1979.
311.1/G	Gordon, Thomas	TEACHER EFFECTIVENESS TRAINING, N.Y.: David McKay Publishing Co., 1975.
Periodical	Ornstein, Allan C.	"Innovation and Change: Yesterday and Today," HIGH SCHOOL JOURNAL, Vol. 65, No. 8, P. 279-86, May 1982. (EJ266116).

STUDENT COLLECTION

Health Knowledge/Drugs, Alcohol, Tobacco

Call Number	Author	Title
Film	Am. Lung Ass.	HUFFLESS PUFFLESS DRAGON, 8 mm. color film, N.Y.: American Lung Association, (BOCES # 2-08-086).
613.8/A	Austrian, Geoffrey	THE TRUTH ABOUT DRUGS, Garden City, N.Y.: Doubleday, 1971.
613.8/A	Ayars, Albert L.	THE TEENAGER AND ALCOHOL, N.Y.: R. Rosen Press, 1970.
613.8/C	Carrol, Charles R.	ALCOHOL: USE, NONUSE, AND ABUSE, Dubuque, Iowa: William C. Brown, 1975.
613.8/G	Gorodetzky, Charles, & Christain, Samuel	WHAT YOU SHOULD KNOW ABOUT DRUGS, N.Y.: Harcourt, Brace, Jovanovich, 1973.
613.8/E	Elgin, Kathleen	THE UPS AND DOWNS OF DRUGS, N.Y.: Knopf Publishing, 1972.
613.8/E	Englebradt, Stanley	KIDS AND ALCOHOL, N.Y.: Wm. Morrow, 1975.
362.2/H	Hyde, Margaret O.	ALCOHOL, DRINK OR DRUG, N.Y.: McGraw-Hill, 1974.
362.2/H	Hyde, Margaret O.	KNOW ABOUT ALCOHOL, N.Y.: McGraw-Hill, 1978.
613.8/H	Hyde, Margaret O.	KNOW ABOUT DRUGS, N.Y.: McGraw-Hill, 1971.
613.8/L	Leifheit, Jean B.	DRUG ABUSE, IT'S UP TO YOU, Fairfield, N.J.: CEBCO Publishing, 1974.
613.8/L	Leifheit, Jean B.	DRUG ABUSE, YOUR ENEMY, Fairfield, N.J.: CEBCO Publishing, 1973.
613.8/L	Leifheit, Jean B.	DRUGS, YOUR FRIEND, Fairfield, N.J.: CEBCO Publishing, 1973.
613.8/L	Lingerman, Richard R.	DRUGS FROM A TO Z: A DICTIONARY, N.Y.: McGraw Hill, 1974.
Filmstrip	Linkletter, Art	THE DRUG TRAP, Filmstrip & Cassette, Shawnee Mission, Kansas: Marsh Films, 1980.
F/EVA	Evans, Marie	J D., N.Y.: Doubleday, 1973.

Call Number	Author	Title
613.8/M	Madison, Arnold	DRUGS AND YOU, N.Y.: Messner Press, 1982.
613.8/M	Madison, Arnold	SMOKING AND YOU, N.Y.: Messner Press, 1978.
Filmstrip	Miller Brody	NO, NO PINOCCHIO, Filmstrip and Cassette, Miller Brody Productions, 1973.
F/MUR	Murphy, Shirley R.	POOR JENNY, BRIGHT AS A PENNY, N.Y.: Viking Press, 1974.
613.8/O	Osborn, Robert, & Benton, Fred W.	DYING TO SMOKE, Boston: Houghton Mifflin, 1964.
613.8/P	Packer, Kenneth L.	LET'S TALK ABOUT DRUGS, ALCOHOL, AND TOBACCO, Fairfield, N.J.: CEBCO, 1980, (Written for adolescents.).
613.8/S	Seixas, Judy	ALCOHOL, WHAT IT DOES, N.Y.: Greenwillow Books, 1977.
362.8/S	Seixas, Judy	LIVING WITH A PARENT WHO DRINKS TOO MUCH, N.Y.: Greenwillow Books, 1979, (Written for adolescents.).
613.8/S	Seixas, Judy	TOBACCO, WHAT IT DOES, N.Y.: Greenwillow Books, 1981.
362.2/S	Silverstein, Alvin, & Silverstein, Virginia	ALCOHOLISM, N.Y.: National Council On Alcoholism, 1975.
613/S	Sonnett, Sherry	SMOKING, N.Y.: Franklin Watts, 1977.
613/T	Terry, Luther L.	TO SMOKE OR NOT TO SMOKE, N.Y.: Lothrop, 1969.
613.8/T	Tobias, Ann	POT - WHAT IT IS, WHAT IT DOES., N.Y.: Wm Morrow, 1979.
615.1/W	Woods, Geraldine	DRUG USE AND DRUG ABUSE, N.Y.: Franklin Watts, 1979.
616.86/W	Wrenn, C. Gilbert & Shirley Schwartzrock	THE MIND BENDERS, Circle Pines, MN: American Guidance Service, 1971.

STUDENT COLLECTION

Health Knowledge/Advertising and Media Production

Call Number	Author	Title
031/A	Abelson, Sidney J.	"Advertising," MERIT STUDENT'S ENCYCLOPEDIA, NY: Macmillan, VOL. I, p. 83-94, 1979.
621.388/B	Bendick, Jeanne	TELEVISION WORKS LIKE THIS, N.Y.: McGraw-Hill, 1965.
741.5/B	Benjamin, Carol	CARTOONING FOR KIDS, N.Y.: Crowell, 1982.
792.9/B	Berk, Barbara	THE FIRST BOOK OF STAGE COSTUME AND MAKE-UP, N.Y.: Watts, 1954.
659.1/B	Braude, Michael	ANDY LEARNS ABOUT ADVERTISING, Minneapolis, MN: T. S. Denison & Co., 1967.
745.54/C	Chernoff, Goldie Taub	EASY COSTUMES YOU DON'T HAVE TO SEW, N.Y.: Four Winds, 1975.
Periodical	Consumers Union	PENNY POWER, A Consumer Magazine For Kids, Marion, Ohio: Consumers Union.
621.38/C	Cook, David	BEHIND THE SCENES IN TELEVISION, N.Y.: Dodd, Mead & Co., 1958.
031/E	Evans, F. B.	"Advertising," THE WORLD BOOK ENCYCLOPEDIA, VOL. I, p. 62-72, 1982.
741.5/F	Funai, Mamoru	CARTOONS FOR KIDS, Englewood Cliffs, N.J.: Prentice Hall, 1977.
391/G	Gates, Frieda	EASY TO MAKE COSTUMES, N.Y.: Harvey House, 1978.
391/G	Gilbreath, Alice	MAKING COSTUMES FOR PARTIES, PLAYS, AND HOLIDAYS, N.Y.: Wm Morrow, 1974.
384.55/L	La Baron, J.	PORTABLE VIDEO, A PRODUCTION GUIDE FOR YOUNG PEOPLE, Englewood Cliffs, N.J.: Prentice Hall, 1982.
J/F	Miles, Betty	THE SECRET LIFE OF THE UNDERWEAR CHAMP, N.Y.: Alfred Knopf, 1981.
391/P	Parish, Peggy	COSTUMES TO MAKE, N.Y.: Macmillan, 1970.

Call Number	Author	Title
Filmstrip	Pied Piper Productions	SUPERGOOP, Filmstrip and Cassette, 11:33 min., Verdugo, CA: Churchill Films, 1979.
Filmstrip	Pied Piper Productions	CREATING FABLES, Filmstrip and Cassette, Verdugo CA: Churchill 1975.
Filmstrip	Pied Piper Productions	CREATING TALL TALES, Filmstrip and Cassette, Verdugo CA: Church Hill Films, 1975.
659.1/P	Pompian, Richard O.	ADVERTISING, N.Y.: Franklin Watts, 1970.
343/R	Reikes, Linda, & Mahe, Sally	YOUNG CONSUMERS: LAW ACTION SERIES, (Section II: Advertising And You), St. Paul, Minn.: West Publishing Co., 1975.
Filmstrip	Weekly Reader	DEVELOPING TABLES AND GRAPHS, Pleasantville, N.Y.: Guidance Associates, n.d.
659/W	Weiss, Ann E.	THE SCHOOL ON MADISON AVENUE, ADVERTISING AND WHAT IT TEACHES, N.Y.: E. P. Dutton, 1980.
Film	Wombat	ALMOST EVERYONE DOES, 16 mm., Wombat Productions, 1970.
792.027/Y	Yerian, Cameron & Yerian, Margaret	FUN TIME MAKE-UP AND COSTUMES, Chicago: Children's Press, 1975.

STUDENT COLLECTION

Attitudes

Call Number	Author	Title
331.76/B	Brennan, Gale	MY BEST FRIEND EVER, Milwaukee, WI: Ideals Publishing Co., 1980.
F/BUR	Burnett, Frances H.	THE SECRET GARDEN, N.Y.: Dell Publishing Co., 1971.
F/COL	Cole, Sheila	MEANING WELL, N.Y.: Dell Publishing Co., 1974.
812.5/C	Cullum, Albert	AESOP IN THE AFTERNOON, N.Y.: Citation Press, 1972.
813.54/F	Fitzhugh, Louise	HARRIET THE SPY, N.Y.: Dell Publishing Co., 1974.
155.2/H	Hart, Jane	I AM ME, Frankfort, KY: Bureau of Health Services, 1973.
152.4/L	Le Shan, Eda	WHAT MAKES ME FEEL THIS WAY? GROWING UP WITH HUMAN EMOTIONS, N.Y.: Macmillan, 1972.
152/L	Limbacher, Walter	I'M NOT ALONE, 2nd Edition, Dimensions of Personality Series, Fairfield, N.J.: CEBCO Publishing, 1977.
F/LIT	Little, Jean	ONE TO GROW ON, N.Y.: Simon & Schuster, 1974.
F/LIT	Little, Jean	STAND IN THE WIND, N.Y.: Harper & Row, 1975.
158.1/P	Palmer, Pat	THE MOUSE, THE MONSTER, AND ME, San Luis Obispo, CA: Impact Publishers, 1977.
158.1/S	Simon, Sidney B.	VULTURE, A MODERN ALLEGORY ON THE ART OF PUTTING ONESELF DOWN, Niles, Il: Argus Communication, 1977.
SS/SOB	Sobol, Kenneth	STORIES FROM INSIDE/OUT, N.Y.: Bantam Pathfinder Books, 1974.

STUDENT COLLECTION

Problem-Solving

Call Number	Author	Title
153.4/B	Burns, Marilyn	THE BOOK OF THINK, OR HOW TO SOLVE A PROBLEM TWICE YOUR SIZE, Boston: Little Brown & Co., 1976.
371.4/G	Gelatt, H. B., et al.	DECIDING, N.Y.: College Entrance Examination Board, 1972. (Written for Adolescents).
372.4/H	Harmin, Merrill	PEOPLE PROJECTS, READING, Mass.: Addison-Wesley, 1973.
153/H	Howe, Leland W.	TAKING CHARGE OF YOUR LIFE, Niles, IL: Argus Communications, 1977. (Written for Adolescents).
372.83/K	Kaplan, Sandra,	CHANGE FOR CHILDREN; IDEAS AND ACTIVITIES FOR INDIVIDUALIZING LEARNING, Santa Monica, CA: Goodyear Publishing Co., 1980.
011/MAC	MacDonald, Bernice	HOW TO USE REFERENCE MATERIALS, N.Y.: Watts, 1980.
158.25/W	Wilt, Joy	A KID'S GUIDE TO MAKING FRIENDS: A CHILDREN'S BOOK ABOUT SOCIAL SKILLS, Waco, TX: Ward (Educational Products Division), 1979.
153.43/W	Wilt, Joy	MAKING UP YOUR OWN MIND, Chicago: Children's Press, 1982.

STUDENT COLLECTION

Literature Appreciation

Call Number	Author	Title
398.2/A	Asbjornsen, P. C. & Moe, Jorgen E.	EAST OF THE SUN AND WEST OF THE MOON, AND OTHER TALES, N.Y.: Macmillan, 1963.
398.2/B	Blair, Walter	TALL TALE AMERICA: A LEGENDARY HISTORY OF OUR HUMOROUS HEROES, N.Y. Coward, McCann & Geohegan, 1944.
F/BLU	Blue, Rose	A MONTH OF SUNDAYS, N.Y.: Franklyn Watts, 1972.
398.2/C	Colum, Padraic	THE STONE OF VICTORY AND OTHER TALL TALES, N.Y.: McGraw-Hill, 1966.
398.2/F	Fetton, Harold W.	THE WORLD'S MOST TRUTHFUL MAN, N.Y.: Dodd, Mead & Co., 1961.
398.2/F	Finger, Charles	TALES FROM SILVER LANDS, Garden City, N.Y.: Doubleday, 1924.
398.2/G	Grimm, Jacob	MORE TALES FROM GRIMM, N.Y.: Coward, McCann & Geohegan, 1947.
028.52/M	Mealy, Virginia T.	THE TALL TALE RESEARCH BOOK, 2nd Edition, O'Fallon, MO: Book Lures, 1980.
372.6/P	Polette, Nancy	THINKING SKILLS WITH TALL TALES, 2nd Edition, O'Fallon, MO: Book Lures, 1981.
398.2/R	Reeves, James	ENGLISH FABLES AND FAIRY STORIES RETOLD, N.Y.: H. Z. Walck, 1966.
398.2/S	Sterne, Emma Gelders	LET THE MOON GO BY: A BOOK OF TALL TALES, N.Y.: Atheneum Press (Aladdin), 1955.
398.2/S	Stoutenberg, Adrien	AMERICAN TALL TALE ANIMALS, N.Y.: Viking Press, 1968.
F/SUM	Summers, James L.	THE LONG RIDE HOME, Philadelphia, PA: Westminster Press, 1966.
808.837/V	Van Thal, Herbert (ed)	FAMOUS TALES OF THE FANTASTIC, N.Y.: Hill and Wang, 1965.
F/WOO	Woody, Regina J.	ONE DAY AT A TIME, Philadelphia, PA: Westminster Press, 1968.

STUDENT COLLECTION

Song Lyrics[1]

Author	Title	Author	Title
ACDC	"Have A Drink On Me"	Van Halen	"Take Your Whisky Home"
The Beatles	"Happiness Is A Warm Gun"	Billy Joel	"Piano Man"
The Beatles	"Lucy In The Sky With Diamonds"	Peter, Paul, & Mary	"Puff The Magic Dragon"
Ray Charles	"Let's Go Get Stoned"	Rolling Stones	"Mother's Little Helper"
Eric Clapton	"Cocaine"	Root Boy Slim	"Boogie Till You Puke"
The Eagles	"Tequila Sunrise"	Lynard Skinard	"I'm A Whisky Rock-N-Roller"
Arlo Guthrie	"Coming Into Los Angeles"	George Thorogood	"One Bourbon, One Scotch, One Beer"
Kiss	"Cold Gin"		

1. NOTE: This is only a small sample of songs that deal with substance abuse. Teachers and students are encouraged to use any other songs that are popular, relevant, and available.

APPENDIX A

Critical Analysis of Advertisements - Sample Questions for Discussion[1]

Discussion Questions	Additional Information
1. What is the advertisement trying to make you believe?	
2. What specific facts are provided concerning the condition or disease that this product is to be used for?	Generally, ads provide little or no information concerning the etiology of a condition or the legitimate therapies that have been developed for this condition.
3. Exactly what does the product contain, or if it is a service, what does the service consist of?	
4. Does the ad contain half-truths or whole-truths?	
5. Is there any indication that the product may be harmful or irritating to some individuals?	
6. How does the advertisement make its appeal?	Advertisements may appeal to medical or scientific authority, to public gullability, romance, strength, beauty, social prestige, etc.
7. Has the advertiser used words such as "may" or "if," to protect himself?	Vague and often misleading terms or phrases prove confusing to consumers.
8. Does the ad perpetuate a myth?	Many ads for dietary supplements are guilty of perpetuating myths. Hair restoration formulas and cosmetics are frequently guilty of this.

1. Bureau of Drug and Health Education, ENVIRONMENTAL AND COMMUNITY HEALTH: GRADES 10, 11, & 12, Unpublished Working Draft, Albany: State Education Department, July 10, 1969.

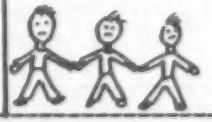
APPENDIX B

Script Writing and Program Planning for Video Productions

One of the most demanding tasks for teachers who want to do video productions in the classroom is the development of scripts and the planning of production activities. An excellent guide to these program planning tasks and methodologies can be found in MAKING TELEVISION: A VIDEO PRODUCTION GUIDE FOR TEACHERS, By John LeBaron. (See Bibliography.)

He provides a format for a Producer's Worksheet with student job descriptions and a Rough Shooting Scenario for delineating sequence number, description of sequence, time needed, and special notes. Most useful, however, is his Video Storyboard Form for writing script and accompanying video directions. This form can be used by the actors, production crew, and student/teacher directors during actual filming.

During the field test of this curriculum, Edith Luntz, from the Cormpond School in Yorktown, used this storyboard very successfully in organizing her video production. Below you will find a sample storyboard script written by her students.

AUDIO	VIDEO
Once upon a time in a dark forest, there lived a Lion King. At least he though he was King.	Focus on lion.
All the other forest animals hated him because he smoked.	Focus on lion smoking.
One day there was to take place a baseball game.	Focus on narrator.
The teams were The City Dogs vs. The Foresters. The game was to take place at 12:00 noon. When 12:00 came, everyone was there from both teams except for the lion.	 Focus on everyone waiting.

(Continued)

AUDIO	VIDEO
When the lion finally decided to come he was coughing and very smelly.	Focus on lion coughing.
When his turn at bat came, he was to busy coughing to hit the ball.	Focus on lion trying to hit the ball.
At the end of the game, the score was City Dogs 7, Foresters 5. After that none of his forest buddies would talk to him.	Focus on narrator.
The Moral Is: Don't smoke - you could loose your friends.	Focus on actors.